

+SPD 460 STUDIES IN COGNITIVE AND LOW INCIDENCE DISABILITIES

Course Number is a required course for Special Education Certification.

College of Education**Department of Language Literacy and Special Populations**

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment.

Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Instructor: Paula W. Adams, Ed. D.
TEC 141
P.O. Box 2119/SHSU
936-294-1107
edu_pwa@shsu.edu
Office hours: M - 1:00-5:30 on campus
W- 1:00-4:00 on campus
T-Th-F By Appointment on campus or TUC

Text: Westling, David L. and Fox, Lise. (2004). *Teaching students with severe disabilities*. 3rd Ed. Pearson-Merrill Prentice Hall, UpperSaddle River: NJ.

Course Description: This course includes a study of the nature and causes of mental retardation and other developmental disabilities. The characteristics, needs and life span issues of individuals with cognitive impairments, physical and health impairments and low incidence disabilities are explored. The course is taught as part of the Special Education block comprised of two courses (SPD 460/480) for a total of six (6) credit hours and is required in the degree plans of candidates seeking EC-12 Special Education certification. SPD 460 presents the theories and research based practices recommended for effective instruction and collaborative support of individuals with cognitive and low incidence disabilities. Through the field experiences and portfolio assignments required in SPD 480- Collaborative Partnerships across the Lifespan, candidates then apply knowledge of these theories and practices through directed classroom and community based activities. It is recommended candidates take the Special Education block at the end of the SPD course sequence and in the semester preceding their TExEs certification examination.

Course Format: Through lecture presentations, class activities and discussions, and text readings, the candidates and instructor will work collaboratively to meet course objectives.

Expectations: Specific expectations are included in descriptions of the course requirements. Candidates are expected to complete school and community observations and participate in class discussions and group instructional tasks.

Standards Matrix:

Objectives/Learning Outcomes-TLW	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards (CEC)</i>
#1. Recognize the theories and philosophical aspects of special education for students with MR and low incidence disabilities	Engage in class discussions and activities Read textbook assignments View and discuss video documentaries and scenarios	Class participation Tests	<u>Sp. Ed. EC-12 1.1k, 1.2k, 1.3k, 6.7k, 2.5k</u> <i>CEC-MR/Dev. Dis. -#1- Philosophical, Historical and Legal Foundations</i>
#2. Recall and differentiate the characteristics of learners and disability categories	Read textbook assignments View training videos and supplements Conduct classroom observations Conduct community based field observations	Class Participation and discussions Tests	<u>Sp. Ed. EC-12 4.1k, 4.4k, 4.5k, 4.6k 4.10k, 4.11k, 4.12k, 4.1s, 4.2s, 4.3s</u> <i>CEC-MR/Dev. Dis. #2 Characteristics of Learners</i>
#3. Examine the foundations and curricula	Discuss lecture and textbook information Review of L.I.F.E. Skills Curricula View and discuss video supplements Conduct classroom observations	 Tests	<u>Sp. Ed. EC-12 4.3k, 4.4k 6.4a 6.7k, 6.8k, 6.9k, 6.2s,</u> <i>CEC-MR/Dev. Dis. #4 Instructional Content and Practice</i>
#4. Recognize current issues	Discuss lectures and text readings Participate in class discussions and reports View video supplements Conduct classroom observations Conduct community based field observations	Class discussions and activities Tests	<u>Sp. Ed. EC-12 1.1k, 1.2k, 1.3k, 4.15k</u> <i>CEC-MR/Dev. Dis. # 4 Instructional Content and Practice and #8 Professionalism and Ethical Practice</i>
#5 Examine diversity factors that impact special education	Conduct classroom observations Discuss and analyze text, lectures, and simulations View, discuss and analyze video snapshots	Tests Classroom discussions	<u>Sp. Ed. EC-12 4.1k, 6.5k, 6.8k 9.5k 2.2k, 2.3k, 2.6s, 9.5k</u> <i>CEC-MR/Dev. Dis. #2 Characteristics of Learners and #3 Assessment, Diagnosis and Eval.</i>
#6 and #9 Distinguish and describe the practices and strategies needed to plan and implement instruction	Conduct classroom observations Participate in classroom activities View video supplements Conduct classroom observations	Tests Classroom discussions and activities	<u>Sp. Ed. EC-12 6.1k, 6.2k, 6.3k, 6.4k, 6.5k, 6.2s 6.12s</u> <u>10.2k, 10.3k, 10.7k, 10.8k, 10.9k, 10.10k, 10.7s, 10.11s</u> <u>5.6k, 5.2s, 5.8s, 5.9s 9.2k, 9.3k, 9.4k9</u>

Objectives/Learning Outcomes-TLW	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <i>Specialty Organization Standards (CEC)</i>
	Text and classroom activities View and discuss video supplements		CEC- MR/Dev. Dis. #4 <i>Instructional Content and Practice and #5Planning and Managing the Teaching and Learning Environment</i>
# 7 Define and illustrate the key concepts related to LIFE SKILLS and Community Based instruction	Text and classroom discussion/activities Video supplements Classroom observations Community Based field observations	Tests	<u>SP.Ed. EC-12 6.5k, 10.7k, 10.8k, 10.10k</u> <i>CEC-MR/Dev.Dis. #5 Planning and Managing the Teaching and Learning Environment and #7 Communication and Collaborative Partnerships</i>
#8 Recognize techniques of behavior management and the relationship between communication and behavior	Text readings and lecture discussion Classroom observations Viewing and discussing video supplements	Tests	<u>Sp. Ed. EC-12 7.2k, 7.3k, 7.7k, 7.8k,</u> <i>CEC-MR/Dev. Dis. #6 Managing Student Behavior and Social Interactions</i>
#10 Discuss and observe examples of ethical practice and professional responsibility	Lectures and discussions Classroom observations Text readings	Classroom discussions Tests	<u>Sp. Ed. EC-12 2.1k, 2.3k, 2.5k, 3.3k, 3.5k,</u> <i>CEC-MR/Dev. Dis. #8 Professionalism and Ethical Practice</i>

www.sbec.state.tx.us
www.cec.sped.org/

Course Objectives- *The candidate will:*

1. Recognize, identify and analyze the theories and philosophical aspects of special education and mental retardation as they relate to acceptance, medical issues, accessibility and acceptability in society.
2. Differentiate and recall the identification criteria, etiology, prevalence figures, physical development, assessment, placement options, support services, and communication problems of students with cognitive and low incidence disabilities.
3. Examine the historical foundation, relevant theories, teaching philosophies, and appropriate curricula for students with cognitive and low incidence disabilities

4. Recognize current issues in special education and issues related to the inclusion of students with significant impairments.
5. Examine the factors influencing special education that are related to diversity issues, medical issues, family issues, social skills, and transition.
6. Define and describe practices and strategies necessary to plan and implement assessments and teaching methods across learning environments, utilize technology in learning, modify and adapt lesson plans, and evaluate the programs of students with cognitive and low incidence disabilities.
7. Define and illustrate concepts of FAPE, LRE, collaboration, inclusion, L.I.F.E. SKILLS training, functional academics, community-based instruction, community-based vocational instruction, employment, and transition.
8. Recognize the relationship between communication and behavior and between behavior and learning.
9. Distinguish and define the essential components and procedures for conducting systematic instruction of students with low incidence disabilities.
10. Internalize confidentiality procedures and other ethical considerations and will apply professionalism during interactions with students, parents, community members and other educators.

Course Requirements:

1. **Attendance.** Regular attendance and participation in assigned class and field experience activities are expected. Unexcused absences will result in grade reduction or course failure. Please see the instructor regarding any extenuating circumstances.
2. **Texts and Tests.** Three tests will be given. Related chapters from the text are noted on the course schedule for various instructional topics and field based assignments. Candidates are to read the assigned chapters prior to the designated lecture dates and completion of the related field based assignments. Text information is supplemental to lecture notes. Candidates are responsible for this information and knowledge of the material will be necessary for successful performance on tests and completion of the portfolio assignments during field experiences.
3. **Field Experience:** A minimum of 50 hours of fieldwork is required for the SPD 460/480 Block. Failure to complete all required hours may result in a grade reduction or failure of the courses. The field experiences and portfolio assignments completed during the SPD 480 portion of the SPD block are designed to provide opportunities for direct application of the theories and concepts presented in the

SPD 460 course and will contribute to the performance-based assessment of curriculum objectives and outcomes.

4. **Special Education Standards Review and Practice Exam:** Near the conclusion of the course and required field experiences, candidates will participate in a review of special education certification standards and knowledge and skill competencies and will demonstrate proficiency on a state certification practice examination.

Evaluation:

<u>Points</u>		<u>Grade Distribution</u>	
Three tests @ 100 pts.	300	A=	93%
Field Experience Hours	<u>50</u>	B=	85%
TOTAL POINTS	350	C=	75%

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair

of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

Americans with Disabilities Act

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until you register with the Counseling Center.

Additional information about these policies is available at the following site:
(<http://www.shsu.edu/mailler/coursesyllabus.pdf>),

Bibliography:

- Heller, K. W., Forney, P. E., Alberto, P. A., Schwartzman, M. N., Goeckel, T.M., (2000). *Meeting physical and health needs of children with disabilities: Teaching student participation and management*. Belmont, CA: Wadsworth/Thompson Learning.
- Ryndak, Diane L. and Alper, Sandra. (2003). *Curriculum and instruction for students with significant disabilities in inclusive settings*. Allyn & Bacon, Boston:MA.
- Bigge, June L., Best, S., & Heller, K.(2005). *Teaching individuals with physical, health, or multiple disabilities* (5th ed.) Upper Saddle River, NJ:Merrill/Prentice Hall.